



Remediation | Intervention | Acceleration

How DreamBox Math, DreamBox Reading, and Reading Plus Support Each Instructional Approach

Bridging Gaps

Brooke is a 3rd-grade student in Mr. Tighe's class. As a result of learning disruptions over the past few years, Brooke's assessment data shows she is 1.5 grade levels behind in reading. Mr. Tighe has his students use **DreamBox Reading** for one hour each week to help students like Brooke catch up.



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<p>Mr. Tighe reviews Brooke's assessment report in DreamBox Reading to identify critical reading gaps.</p> <p>As Brooke works in DreamBox Reading, the Intelligent Adaptive Learning software reintroduces missing skills and provides scaffolding and support until she demonstrates mastery.</p> <p>Mr. Tighe tracks her progress in real time and uses this data to inform instruction in class.</p>	<p>Mr. Tighe uses DreamBox Reading data to group Brooke with students at her same level. He then uses the management system to select differentiated resources for small-group intervention. Brooke and her peers practice reading skills with content for their level.</p> <p>Brooke can also work independently in DreamBox Reading. The software will automatically personalize learning to help her improve skills in real time.</p>	<p>As Brooke progresses through DreamBox Reading, the program increases rate and readability levels with each goal reached. DreamBox Reading also personalizes instruction to help Brooke focus on the skills she needs to build with content that is just right.</p>



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Building Confidence & Engagement

Edwin, a 9th-grade student, prefers other subjects over reading. His most recent assessment scores indicate that he is nearly three grade levels behind. His teacher, Ms. Zhao, plans to use **Reading Plus** to engage Edwin and improve his motivation and confidence, as well as boost his reading proficiency.



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<p>After reviewing Edwin's assessment data, Ms. Zhao notes that he's not proficient in several critical skills to master reading fluency. Edwin has expressed that he doesn't want to read books for younger students.</p> <p>Fortunately, Reading Plus offers engaging texts at 19 reading levels (G1 - college), including five levels for older students reading below grade level.</p> <p>As Edwin makes his way through Reading Plus, it continually adjusts the pace and approach of each lesson to ensure he fully understands key concepts before moving to the next skill.</p>	<p>In addition to the core curriculum, Ms. Zhao believes that Edwin will benefit from the supplemental support Reading Plus provides, which he can complete during independent work time. This extra time allows him to practice and improve targeted skills.</p> <p>As Edwin engages in the program, it continuously captures data on his performance and customizes instructional scaffolds. Since the program is online, Edwin can maintain privacy for which levels and skills he is working on. Without worrying about judgment from his peers, he feels safe to explore content and work independently.</p>	<p>Ms. Zhao uses data reports from Reading Plus to help Edwin define his reading goals. With the ability to choose the content he likes and track progress toward goals, he feels empowered to take agency over his learning.</p> <p>Edwin also feels continually engaged with Reading Plus because the platform captures his learning data to inform the most appropriate lessons and support. This personalized learning experience ensures Edwin always works at the right level. He never feels bored by content that is too easy, nor frustrated by content that is too difficult.</p>



We use Reading Plus as a tool for closing achievement gaps and to promote academic growth. DreamBox Reading adapts to give students what they need to close gaps and accelerate growth.

Jane Aegerter

Director of Student & Staff Services, Waterford Graded SD, WI



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Providing the Right Instruction at the Right Time

Ms. Raymond has been teaching 1st grade for over 10 years. This year, she has noticed that students have more diverse learning needs than in previous years. Some students are far behind, and other students are working ahead of their grade level. Ms. Raymond uses **DreamBox Math** to differentiate instruction for all learners.



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<p>As Ms. Raymond's students work in DreamBox Math, the software captures data to determine each student's learning needs. The program goes beyond tracking whether an answer is correct or incorrect; it analyzes students' strategy for solving problems.</p> <p>Some students encounter skills they saw in previous grades, but they have not mastered them. DreamBox Math reintroduces these skills using real-time personalized instruction. This approach bridges learning gaps and ensures that as students gain mastery of skills, they develop a better conceptual understanding of math.</p>	<p>Ms. Raymond logs in to DreamBox Math and sees notifications for students who need additional support. She navigates to Lesson Recommendations to see where each student is and what they need next.</p> <p>Ms. Raymond uses this tool to quickly group students working on similar concepts and assign targeted lessons to each group.</p> <p>Next, Ms. Raymond watches Lesson Highlights to review how each student solves math problems. Ms. Raymond can differentiate instruction and provide support for targeted skills for students needing intervention.</p>	<p>Some of Ms. Raymond's students have struggled to stay engaged with math. They've found it too difficult or too easy. Ms. Raymond assigns them DreamBox Math for one hour per week so they can explore new concepts.</p> <p>DreamBox Math offers students the right lessons at the right time. Based on student skills and behavior, the program personalizes learning with targeted skills practice.</p> <p>Students in their correct zone of proximal development are never bored nor frustrated. The program also empowers students to take agency over their learning as they set goals and track their progress.</p>



“With DreamBox Math, students are constantly assessed through the math play and then delivered lessons that are appropriate for them, at their individual level of readiness. It’s not about memorization or repetition, but about deep understanding of mathematical concepts. It’s about learning.”

Dr. Lynn Simmers

Assistant Superintendent, Southwest Allen County Schools, IN



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